DOCUMENT RESUME

ED 208 117 UD 021 813

TITLE Middle School Staff Attitudes Toward Desegregation, 1979 Survey.
INSTITUTION Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE Jun 80
NOTE 39p.; For related documents, see UD 021 812-816 and ED 193 358.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Busing; Counseling Services; *Desegregation Effects; Discipline Policy; *Educational Opportunities; Junior High Schools; Questionnaires; *Racial Relations; School Desegregation; Student Behavior; Student Teacher Relationship; *Teacher Attitudes
IDENTIFIERS Detroit Public Schools MI

ABSTRACT

A total of 288 middle school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff-student relations, staff relations, disciplines, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, most teachers judged that academic standards were rising, students behavior was improving, and student racial relations were improving. A majority of school staff members were satisfied with their ability to work with students of all races, indicated that teachers of different races were learning to work well together, were satisfied with their schools' guidance and counseling programs, and indicated that fighting among students had not increased since the desegregation plan was implemented.
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MIDDLE SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION

1979 SURVEY

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

June 1980

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MIDDLE SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Summary

Results of annual school staff surveys provide evidence of improved conditions for learning in Detroit middle schools since the initiation of court-ordered desegregation.

This report presents results of a May 1979 survey of middle school staff attitudes concerning desegregation. Results of 1977 and 1978 surveys are also included to facilitate appraisals of attitude changes.

Beginning in May 1977 the Research and Evaluation Department has conducted annual surveys of student, staff, and parent attitudes relevant to the desegregation of Detroit schools. Survey respondents, representing some 70 schools, have included middle school and high school students, school staff at all three school levels, and parents. Reports on the results of the 1977 and 1978 surveys have been issued previously.

The middle school staff survey results provide an interesting contrast. On the one hand, results show that most middle school staff were opposed to the desegregation plan as a whole, that most regarded busing as an ineffective means of promoting equal educational opportunity, and that most considered desegregation an ineffective means for improving education in Detroit schools.

On the other hand, results attest to improvements of several conditions which are conducive to learning. Comparisons of the 1977, 1978, and 1979 findings reveal increases in percentages of staff who judged that academic standards were rising and that student behavior was improving at their schools. All three surveys found far more staff judging that student racial relations were improving than that they were growing worse.

Other findings attesting to favorable conditions for learning were the following:

1. The 1979 survey revealed that 90 percent of middle school staff were satisfied with the ability of teachers to work with students of all races.

2. In 1979 about 80 percent of staff indicated that teachers of different races were learning to work well together.

3. In 1979 the majority of staff indicated satisfaction with their school's counseling and guidance program.

4. In 1979 about 80 percent of staff said that fighting had <u>not</u> increased since desegregation.

Research and Evaluation Department
Detroit Public Schools
June 1980

MIDDLE SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION,
1979 SURVEY

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design included provision for a continuing study of the impact of desegregation on attitudes and behaviors of students, staff and parents.

1977 and 1978 Surveys of Attitudes and Behaviors

The evaluation of attitudes and behaviors was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 sample schools. Results of these 1977 surveys were reported in a series of seven reports issued early in 1978.

The surveys of student, staff and parent attitudes and behaviors were repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the

initial survey. Nearly all of the schools selected for participation in the second (1978) survey also participated in the initial (1977) survey.

The sample schools for both the 1977 and 1978 surveys were selected in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 (before pupil reassignments), and as of the date of the latest available student racial distribution count for the school district (after pupil reassignments).

For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g., "White-Deseg," "White-Black," Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the numbers of 1978 survey sample schools by type and school level.

The results of 1978 surveys were reported in a second series of seven reports issued early in 1979.

TABLE I

Distribution of Schools Selected for Participation in the 1978 Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

1979 Surveys

In May, 1979 the surveys were administered again for the third time. All 69 participating schools had been in the 1978 sample of schools and all except eight had participated in 1977 as well. All but a few of the survey questions were in both the 1977 and 1978 survey questionnaires.

This report on results of the 1979 survey of middle school staff attitudes is the second of a series of seven reports on results of the student, staff and parent surveys administered in May 1979.

The Third (1979) Survey of Middle School Staff Attitudes

Description of the Study

The staff questionnaire administered in 1979 was very similar to those administered to staff in the 1977 and 1978 surveys. All three editions of the questionnaire were developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The 1979 staff questionnaire included most of the items in the one used in the 1977 and 1978 surveys, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the participating schools with more than 80 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in May 1979 to samples of staff in all 22 middle schools in the 1979 desegregation evaluation school sample, as well as to samples of staff in all of the sample elementary and high schools. The staff sample for each middle school included the principal and randomly selected professionals from the latest available class report. The total middle school staff sample provided representation of teachers in all curriculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 464 middle school staff members. Of these, 288 (62 percent) returned completed questionnaires.

A total of 22 sample middle schools participated in the 1979 staff survey. All 22 schools participated in the 1978 survey, and all except three participated in the first (1977) survey. The racial distribution of the staff sample respondents in the 1979 survey was as follows:

Numbers of Staff Respondents

Black	White	Total
150	138	288

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and between two different types of schools.

Special analyses of all 1979 desegregation evaluation survey data (staff, student, and parent responses) were conducted to provide evidence required in needs assessments to support Detroit applications for ESAA (Emergency School Aid Act) funds. In these analyses response data were broken down by respondent's race for two types of schools, those with lower percents of black students than the city-wide black student percentage, and those with higher percents of black students than the city-wide percentage.

Results of these analyses, including results of the 1979 middle school staff survey analysis, can be obtained, on request, from the Research and Evaluation Department.

For purposes of this report, the analysis of the 1979 middle school staff survey data was quite simple, involving merely a breakdown of response data by race, and the application of tests of significance of differences between black and white staff responses.

Major Findings

This report does not discuss results for all of the 1979 staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation. The questions are grouped under subheadings indicating the areas of inquiry concerned. On each page of findings are presented results for one of the 1979 survey questions. Under the question are the response distributions broken down by race for the 1979 survey and for the 1978 and 1977 surveys if the question was included in those surveys. Below the response data are brief comments summarizing the findings under three headings: (1) 1979 Results, (2) Racial Differences--1977, 78 and 79, and (3) Trends--from 1977 to 1979.

4. When the desegregation plan, involving pupil reassignments and school reorganization, was first put into operation in January, 1976, were you generally in favor of it, opposed to it, or neutral toward it?

		Percents of Responses					Total	
Survey	Race	Strongly Opposed	Opposed	Neutral	Favored	Strongly Favored	No. of Resps.	Sig-nif.[1]
1977	B	3	21	47	21	7	70	
	W	11	20	45	16	8	80	NS
	Total	7	21	46	19	7	150	
1978	B	8	27	31	24	10	126	
	W	11	27	39	13	10	134	NS
	Total	10	27	35	18	10	260	
1979	B	9	24	32	28	7	149	
	W	12	36	30	19	3	137	NS
	Total	11	30	31	23	5	286	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
28% favored the desegregation plan when it was initiated.
31% felt "neutral."
41% were "opposed."

Racial Differences--1977, 78 and 79

Black and white staff did not differ significantly in their responses in any of the three survey years.

Trends--from 1977 to 1979

An increase (+ 13%) in staff who said they were opposed to the plan when it was initiated.

5. How do you now feel generally about the desegregation plan?

Survey	Race	Percents of Responses: Strongly Opposed	Opposed	Neutral	Favored	Strongly Favored	Total No. of Resps.	Signif.[1]
1977	B	9	30	29	23	10	70	
	W	21	30	25	20	4	80	NS
	Total	15	30	27	21	7	150	
1978	B	18	29	22	21	10	125	
	W	18	31	25	17	9	134	NS
	Total	18	30	23	19	10	259	
1979	B	21	30	22	23	5	149	
	W	24	37	22	14	3	137	NS
	Total	22	34	22	19	4	286	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
23% now favored the desegregation plan.
22% felt "neutral."
56% were now "opposed."

Racial Differences--1977, 78 and 79

Black and white staff did not differ significantly in their responses in any of the three years.

Trends--from 1977 to 1979

Increase (+ 11%) in staff who were now opposed to the desegregation plan.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Sig-nif.[1]
1977	B	27	38	35	0	60	
	W	40	39	21	0	77	NS
	Total	34	39	27	0	137	
1978	B	30	49	14	6	125	
	W	36	45	14	5	132	NS
	Total	33	47	14	6	257	
1979	B	42	44	13	1	146	
	W	50	40	10	0	134	NS
	Total	45	42	12	1	280	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
87% rated busing "Quite ....." or "Very Ineffective."
13% rated busing "Quite ....." or "Very Effective."

Racial Differences--1977, 78 and 79

Black and white staff did not differ significantly in their responses in any of the three years.

Trends--from 1977 to 1979

A decrease (- 14%) in staff who rated busing an effective means of promoting equal educational opportunity.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Signif.[1]
1977	B	23	37	28	12	60	
	W	37	32	31	0	75	**
	Total	31	34	30	5	135	
1978	B	24	46	22	8	125	
	W	36	46	14	5	132	NS
	Total	30	46	18	6	257	
1979	B	29	43	24	4	144	
	W	46	43	10	2	134	**
	Total	37	43	17	3	278	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Nor Significant

1979 Results

Of all respondents:
80% felt that desegregation will be an ineffective means of improving the quality of education in the Detroit schools.
20% felt that desegregation will be effective.

Racial Differences--1977, 78 and 79

White staff members were significantly more likely than black staff to think that desegregation will be ineffective in all three years. Differences were significant in 1977 and 1979.

Trends--from 1977 to 1979

An increase (+ 15%) in staff who felt that desegregation will be ineffective in improving the quality of education.

8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

Survey	Race	Percents of Responses: Very Poorly	Poorly	Fair	Well	Very Well	Total No. of Resps.	Sig-nif.[1]
1977	B	0	17	48	21	14	29	
	W	16	22	28	30	4	50	*
	Total	10	20	35	26	8	79	
1978	B	12	13	42	25	8	84	
	W	6	22	31	23	8	100	NS
	Total	14	18	36	24	8	184	
1979	B	16	18	37	23	5	94	
	W	18	22	38	12	11	93	NS
	Total	17	20	37	18	8	187	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
37% believed that the busing plan has worked poorly in their school this year.
37% believed that it worked "Fair."
26% felt that it worked well.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to think that the busing plan has worked poorly based on the 1977 survey. There were no significant differences in the 1978 and 1979 surveys.

Trends--from 1977 to 1979

A small decrease (- 8%) in staff who felt that the busing plan has worked well in their school.

9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

Survey	Race	Percents of Responses: Much Lower	Lower	Same	Higher	Much Higher	Total No. of Resps.	Signif.[1]
1977	B	2	20	48	28	2	64	
	W	12	24	49	16	0	76	NS
	Total	7	22	49	21	1	140	
1978	B	2	17	53	22	6	121	
	W	9	28	43	16	3	129	**
	Total	6	23	48	19	4	250	
1979	B	2	16	53	29	1	142	
	W	2	20	46	32	1	136	NS
	Total	2	18	49	30	1	278	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
31% felt that academic standards in their school this year were higher.
49% felt that standards were the same.
20% responded that standards were lower.

Racial Differences--1977, 78 and 79

In 1977 and 1978 black staff were more likely than white staff to judge that standards were higher than the previous year. In 1979 black and white staff differed very little.

Trends--from 1977 to 1979

A small increase (+ 9%) in staff who felt that academic standards were higher than the previous year.

10. In general, how well do you think the students in your school are achieving academically this year as compared with last year?

Survey	Race	Percents of Responses: Much Worse	Worse	Same	Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	2	22	37	37	3	65	
	W	1	34	38	27	0	77	NS
	Total	1	28	37	32	1	142	
1978	B	1	20	48	25	7	118	
	W	3	30	42	22	4	130	NS
	Total	2	25	45	23	5	248	
1979	B	1	13	53	32	1	142	
	W	1	18	44	35	3	137	NS
	Total	1	15	48	33	2	279	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
35% believed that students in their school were achieving better academically this year compared with last year.
48% felt that students were performing the same as last year.
16% felt that students were not achieving as well as last year.

Racial Differences--1977, 78 and 79

Black and white staff did not differ significantly in their responses in any of the three years.

Trends--from 1977 to 1979

A decrease (- 13%) in staff who felt that academic achievement was deteriorating.

11. How well are students of different races getting along at your school this year compared with last year?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About The Same	A Little Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	0	3	43	31	23	35	
	W	7	12	54	22	5	59	*
	Total	4	9	50	26	12	94	
1978	B	1	5	51	24	19	86	
	W	0	6	67	20	8	106	NS
	Total	1	5	60	22	13	192	
1979	B	0	4	57	32	6	96	
	W	0	6	69	18	8	106	NS
	Total	0	5	63	25	7	202	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
32% felt that students of different races in their school were getting along better than in the previous year.
63% believed that students were getting along about the same.
5% felt that students of different races were getting along worse than in the previous year.

Racial Differences--1977, 78 and 79

In 1977 black staff were significantly more likely than white staff to believe that students of different races were getting along better. In 1978 and 1979 differences were not significant.

Trends--from 1977 to 1979

A small decrease (- 8%) in staff who felt that students were not getting along as well,
A small decrease (- 6%) in staff who judged that racial relations had improved.

12. How would you describe the treatment of black and white students at your school during this school year, in general?

Survey	Race	Percents of Responses: Black Students Are Treated Better Than White Students	White Students Are Treated Better Than Black Students	Black and White Students Are Treated Equally	Total No. of Respo.	Sig-nif.[1]
1977	B	0	6	94	32	
	W	5	2	93	60	NS
	Total	3	3	94	92	
1978	B	0	16	84	92	
	W	9	1	90	110	**
	Total	5	8	87	202	
1979	B	1	15	84	99	
	W	5	0	95	105	**
	Total	3	7	90	204	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
90% believed that black and white students are treated equally.
7% felt that white students were given preferential treatment.
3% felt that black students were given preferential treatment.

Racial Differences--1977, 78 and 79

The 1978 and 79 surveys showed that black staff were significantly more likely than white staff to believe that white students were treated better than black students. White staff were more likely to believe that black students were treated better.

Trends--from 1977 to 1979

A slight decrease (- 4%) in staff who felt that white and black students were treated equally.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About The Same	A Little Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	0	0	57	32	11	65	
	W	1	10	56	28	4	71	*
	Total	1	5	57	30	7	136	
1978	B	0	3	58	39	0	123	
	W	0	6	62	30	2	131	NS
	Total	0	5	60	34	1	254	
1979	B	0	4	69	28	0	142	
	W	0	2	77	21	1	132	NS
	Total	0	3	73	24	0	274	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
24% felt that black and white students will get along better next year.
73% felt that they will get along about the same as this year.
3% believed that they will get along worse next year.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to feel that black and white students will get along better next year in the 1977 survey. There were no significant differences in 1978 and 79.

Trends--from 1977 to 1979

A decrease (- 13%) in staff who responded that black and white students would get along better next year.
Also, a slight decrease (- 3%) in staff who said blacks and whites would get along worse.

14. How would you rate interracial relations among students at your school this year?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Very Good	Total No. of Resps.	Sig-nif.[1]
1977	B	0	9	32	41	18	34	
	W	3	13	39	42	3	62	NS
	Total	2	12	37	42	8	96	
1978	B	0	10	43	39	8	90	
	W	0	8	45	41	6	108	NS
	Total	0	9	44	40	7	198	
1979	B	1	6	43	45	6	101	
	W	2	8	46	35	9	106	NS
	Total	1	7	44	40	8	207	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
48% regarded interracial relations among students at their school this year as good.
44% regarded interracial relations as fair.
8% rated them poor.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staffs with regard to their perceptions of interracial relations among students in their school.

Trends--from 1977 to 1979

A small decrease (- 6%) in staff who felt that interracial relations were poor.

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Survey	Race	Percents of Responses: Greatly Increased	Increased	Remained The Same	Decreased	Greatly Decreased	Total No. of Resps.	Sig-nif.[1]
1977	B	5	24	35	37	0	63	
	W	8	36	41	15	0	75	*
	Total	7	30	38	25	0	138	
1978	B	3	27	44	24	3	115	
	W	8	26	45	18	3	131	NS
	Total	6	26	44	21	3	246	
1979	B	4	18	53	22	3	145	
	W	4	20	53	22	1	137	NS
	Total	4	19	53	22	2	282	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
24% felt that the number of disciplinary problems at their school had decreased.
53% felt that disciplinary problem incidence remained the same.
23% felt that the number of disciplinary problems had increased.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to feel that the number of disciplinary problems had decreased in the 1977 survey. Black/white staff differences were very small in the 1978 and 79 surveys.

Trends--from 1977 to 1979

A decrease (- 14%) in staff who felt that the number of disciplinary problems had increased.

(16-23) How do you feel about your school with respect to the following:

16. Quality of teaching?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	3	27	65	5	66	
	W	1	20	57	22	79	*
	Total	2	23	61	14	145	
1978	B	3	19	61	17	124	
	W	2	21	62	15	131	NS
	Total	2	20	62	16	255	
1979	B	2	24	60	14	146	
	W	3	16	67	13	135	NS
	Total	3	20	63	14	281	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
77% felt satisfied with the quality of teaching in their school.
23% felt dissatisfied.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to feel satisfied about the quality of teaching in the 1977 survey. There were no significant differences in their responses in the 1978 and 1979 surveys.

Trends--from 1977 to 1979

Very little change in percents of staff who felt satisfied with the quality of teaching.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	21	38	39	2	66	
	W	20	41	34	5	79	NS
	Total	21	39	37	3	145	
1978	B	14	40	41	6	126	
	W	19	41	36	4	133	NS
	Total	16	41	38	5	259	
1979	B	15	35	44	6	145	
	W	8	39	47	7	137	NS
	Total	11	37	45	6	282	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
51% felt satisfied with the behavior of students in their school.
48% felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff tendencies toward satisfaction with behavior of students.

Trends--from 1977 to 1979

An increase (+ 11%) in staff who felt satisfied with student behavior in their school.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	15	30	49	6	66	
	W	15	27	44	14	78	NS
	Total	15	29	46	10	144	
1978	B	10	28	46	16	126	
	W	9	29	49	14	132	NS
	Total	10	28	47	15	258	
1979	B	17	26	43	14	144	
	W	8	31	49	13	136	NS
	Total	13	29	46	13	280	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
59% responded that they felt satisfied with the disciplinary policy in their school.
42% responded that they felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff as to tendency toward satisfaction with the disciplinary policy of their school.

Trends--from 1977 to 1979

A slight increase (+ 3%) in staff who felt satisfied with the disciplinary policy of their school.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	5	14	65	16	37	
	W	2	3	63	32	62	NS
	Total	3	7	64	26	99	
1978	B	2	22	58	19	92	
	W	1	8	61	30	107	*
	Total	2	15	59	25	199	
1979	B	4	12	61	23	100	
	W	1	5	68	27	105	NS
	Total	2	8	64	25	205	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
89% responded that they were satisfied with the ability of teachers in their school to work with students of all races.
10% responded that they were dissatisfied.

Racial Differences--1977, 78 and 79

In all three surveys white staff were more likely to indicate satisfaction with the ability of teachers to work with students of all races. The difference was significant in 1978.

Trends--from 1977 to 1979

Virtually no change in responses of staff regarding satisfaction with the ability of teachers to work with students of all races in their school.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	10	28	54	7	68	
	W	13	23	49	15	78	NS
	Total	12	25	51	12	146	
1978	B	9	33	46	12	123	
	W	8	41	39	12	132	NS
	Total	9	37	42	12	255	
1979	B	13	33	41	13	140	
	W	9	27	53	12	136	NS
	Total	11	30	47	12	276	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
59% felt satisfied with staff morale in their school.
41% indicated that they were dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staff regarding staff morale in their school for any of the three survey years.

Trends--from 1977 to 1979

A slight decrease (- 4%) in staff who responded that they were satisfied with staff morale in their school.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	17	23	47	14	66	
	W	14	27	50	9	78	NS
	Total	15	25	49	11	144	
1978	B	7	28	47	19	124	
	W	17	21	46	16	130	NS
	Total	12	24	47	17	254	
1979	B	17	21	48	15	145	
	W	11	25	48	16	137	NS
	Total	14	23	48	15	282	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
63% indicated satisfaction with the application of the Student Code of Conduct in their school.
37% indicated dissatisfaction.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff in tendencies toward satisfaction with application of the Student Code of Conduct.

Trends--from 1977 to 1979

A slight increase (+ 3%) in staff who indicated satisfaction with the application of the Student Code of Conduct in their school.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	18	39	30	12	125	
	W	19	37	37	7	130	NS
	Total	19	38	34	9	255	
1979	B	26	25	37	13	144	
	W	15	34	38	13	134	NS
	Total	21	29	37	13	278	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
50% felt satisfied with the amount of opportunity for student participation in co-curricular activities.
50% felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff responses.

Trends--from 1978 to 1979[2]

A small increase (+ 7%) in staff who felt satisfied with the amount of opportunity for student participation in co-curricular activities.

[2]This question was not asked in 1977.

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	9	39	40	13	124	
	W	12	38	43	7	130	NS
	Total	11	38	41	10	254	
1979	B	16	32	39	13	143	
	W	7	32	46	15	136	NS
	Total	12	32	43	14	279	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
57% indicated satisfaction with the adequacy of counseling and guidance service to students in their school.
44% indicated dissatisfaction.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff responses concerning feelings about the adequacy of counseling and guidance service in their school.

Trends--from 1978 to 1979[2]

A small increase (+ 6%) in staff who felt satisfied with the adequacy of counseling and guidance service to students.

[2]Question was not in the 1977 survey.

24. In general, how would you describe your own experience at this school?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig-nif.[1]
		Very Bad	Bad	So-So	Good	Very Good		
1977	B	1	1	19	44	35	69	
	W	1	5	29	40	25	80	NS
	Total	1	3	24	42	30	149	
1978	B	0	4	21	48	27	125	
	W	0	7	24	47	23	132	NS
	Total	0	5	22	48	25	257	
1979	B	1	4	23	51	21	143	
	W	1	5	21	49	25	132	NS
	Total	1	5	22	50	23	275	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
73% described their own experience in their school as generally good.
22% described their experience as so-so.
6% described their experience as bad.

Racial Differences--1977, 78 and 79

No significant differences between black and white staff were found with respect to their ratings of their own experience in their school.

Trends--from 1977 to 1979

No appreciable change in responses of staff regarding their experience at their school.

25. What kind of school would you prefer to teach in?

Survey	Race	Percents of Responses: All White Students	Mostly White Students	Half Black Students, Half White Students	Mostly Black Students	All Black Students	Total No. of Resps.	Sig-nif.[1]
1977	B	0	0	76	16	9	58	
	W	5	11	65	13	7	62	*
	Total	3	6	70	14	8	120	
1978	B	0	3	80	15	2	116	
	W	4	20	72	3	1	114	**
	Total	2	12	76	9	1	230	
1979	B	1	2	80	12	6	133	
	W	4	10	76	7	3	106	**
	Total	2	5	78	10	5	239	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
15% indicated that they preferred to teach in schools with all or mostly black students.
78% responded that they preferred to teach in half black and half white schools.
7% replied that they preferred to teach in schools will all or mostly white students.

Racial Differences--1977, 78 and 79

White staff were more likely than black staff to prefer white schools and black staff more likely to prefer black schools. However, heavy majorities of both black and white staff preferred schools with half black and half white enrollment.

Trends--from 1977 to 1979

An increase (+ 8%) in staff who indicated a preference to teach in schools having one-half black and one-half white students.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

26. Black students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Signif.[1]
1977	B	3	46	30	19	1	69	
	W	13	38	35	12	3	77	NS
	Total	8	42	33	15	2	146	
1978	B	15	31	31	20	2	118	
	W	7	50	23	20	0	128	**
	Total	11	41	27	20	1	246	
1979	B	13	39	30	18	1	143	
	W	5	39	37	18	0	132	NS
	Total	9	39	34	18	0	275	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
48% stated that less than one-half of the black students in their school were learning at levels up to their potential.
34% stated that about one-half of the black students were doing so.
18% stated that more than one-half of the black students were doing so.

Racial Differences--1977, 78 and 79

In 1978 white staff were significantly more likely than black staff to believe that less than one-half of the black students were learning at their level of potential. No significant differences between black and white staff were found in the 1977 and 1979 surveys.

Trends--from 1977 to 1979

No appreciable change in responses of staff regarding the portion of black students who were learning at levels up to their potential.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

27. White students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Signif.[1]
1977	B	0	44	25	28	3	36	
	W	15	28	37	20	0	60	*
	Total	9	34	32	23	1	96	
1978	B	10	29	41	18	1	87	
	W	6	40	32	21	1	104	NS
	Total	8	35	36	20	1	191	
1979	B	7	32	33	28	0	97	
	W	4	34	35	27	0	102	NS
	Total	6	33	34	27	0	199	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
39% stated that less than one-half of the white students in their school were learning at levels up to their potential.
34% stated that about one-half of the white students were doing so.
27% stated that more than one-half of the white students were doing so.

Racial Differences--1977, 78 and 79

In 1977 black staff were significantly more likely than white staff to believe that more than half of all white students were learning up to the levels of their potential. No significant differences were found in 1978 and 1979.

Trends--from 1977 to 1979

A slight decrease (- 4%) in staff who stated that less than one-half of the white students were learning up to their potential.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Sig-nif.[1]
1977	B	8	15	38	32	7	60	
	W	4	14	29	48	6	73	NS
	Total	6	14	33	41	6	133	
1978	B	11	19	40	28	2	114	
	W	4	9	41	40	5	117	*
	Total	8	14	40	34	4	231	
1979	B	15	31	29	24	2	132	
	W	5	14	39	37	5	123	**
	Total	10	23	34	30	3	255	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
33% felt that their school's textbooks were good or excellent with regard to their depiction of minority-group accomplishments.
34% felt that this depiction was fair.
33% felt that this portrayal was poor or very poor.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to feel that their school's textbooks were poor or very poor in their portrayal of minority-group accomplishments in the 1978 and 1979 surveys.

Trends--from 1977 to 1979

An increase (+ 13%) in staff who responded that the textbooks in their school rated poor in their minority-group portrayal.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

29. There is a greater amount of fighting than before desegregation.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	13	87	60	
	W	30	70	77	*
	Total	23	77	137	
1978	B	16	84	112	
	W	39	61	127	**
	Total	28	72	239	
1979	B	14	86	134	
	W	29	71	127	**
	Total	22	79	261	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
79% indicated that there was not a greater amount of fighting in their school than before desegregation.
22% replied "Yes"--that there was an increase in fighting.

Racial Differences--1977, 78 and 79

In all three surveys white staff were significantly more likely than black staff to indicate that there was a greater amount of fighting than before desegregation.

Trends--from 1977 to 1979

No appreciable change in responses of staff regarding the extent of fighting in their school before and after desegregation.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

30. Teachers of different races are learning to work well together.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	73	27	56	
	W	80	20	65	NS
	Total	77	23	121	
1978	B	75	25	116	
	W	83	18	126	NS
	Total	79	21	242	
1979	B	75	26	137	
	W	83	17	131	NS
	Total	79	21	268	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
79% felt that teachers of different races in their school were learning to work well together.
21% felt that they were not.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff responses in any of the three surveys.

Trends--from 1977 to 1979

No appreciable change in staff responses regarding teachers of different races learning to work well together.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

31. White students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	53	47	32	
	W	46	54	54	NS
	Total	49	51	86	
1978	B	57	43	84	
	W	49	52	103	NS
	Total	52	48	187	
1979	B	56	44	84	
	W	44	56	99	NS
	Total	50	50	183	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
50% responded that white students are becoming less prejudiced.
50% responded that they were not.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff opinions about whether or not white students were becoming less prejudiced.

Trends--from 1977 to 1979

No appreciable change in responses of staff regarding whether white students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

32. Black students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	42	58	52	
	W	42	58	66	NS
	Total	42	58	118	
1978	B	51	49	111	
	W	46	54	126	NS
	Total	49	52	237	
1979	B	52	48	118	
	W	41	59	119	NS
	Total	46	54	237	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
54% indicated that black students were not becoming less prejudiced.
46% indicated that black students were becoming less prejudiced.

Racial Differences--1977, 78 and 79

No significant differences between black and white staff with regard to whether black students were becoming less prejudiced.

Trends--from 1977 to 1979

A slight increase (+ 4%) in staff who responded that black students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

33. There are very tense relationships between black and white students.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	15	85	34	
	W	22	78	55	NS
	Total	19	81	89	
1978	B	23	77	87	
	W	20	80	106	NS
	Total	21	79	193	
1979	B	12	89	96	
	W	14	86	102	NS
	Total	13	87	198	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
87% responded that there were not very tense relationships between black and white students.
13% responded that these relationships were very tense.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff opinions with regard to the existence of tense relationships between black and white students.

Trends--from 1977 to 1979

A small increase (+ 6%) in staff who responded that there were not very tense relationships between black and white students.